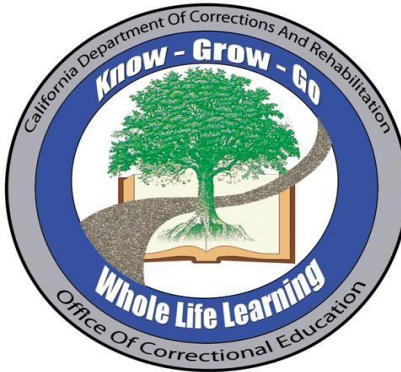


DEPARTMENT OF CORRECTIONS AND REHABILITATION

OFFICE OF AUDITS AND COMPLIANCE

EDUCATIONAL COMPLIANCE BRANCH



COMPLIANCE REVIEW FINDINGS

Deuel Vocational Institution

May 12 through May 16, 2008

ADMINISTRATION

G. Lynn Hada

ACADEMIC EDUCATION

John Jackson

Beverly Penland

LIBRARY

Christine Long

FEDERAL SUPPLEMENTARY PROGRAMS

Mark Lechich, WIA

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

| No. | INSTITUTION: DVI DATE: May 12-16, 2008 COMPLIANCE TEAM: G. Lynn Hada | Yes/No or NA | COMMENTS |
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| 1. | <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Allotments/Operating Expenses:</div> <ul style="list-style-type: none"> Does the Principal maintain a budget tracking system to monitor the school departments' complete budget? Is there an annual spending plan to determine sub-allotments to programs, expenditures and their balance? | Yes | |
| 2. | Based upon current policy (amount of budget allotted) does it appear that a viable spending plan is in place in order for allocated funds to be fully utilized by year end? | Yes | |
| 3. | Are funds allocated by Office of Correctional Education available and spent within program areas? | Yes | |
| 4. | Are funds tracked by funding source? General Fund, special Budget Change Proposal funding, Federal and State Grant Programs allocated by Office of Correctional Education? | Yes | |
| 5. | Are allocated funds for the Bridging Education Programs, including Arts In Corrections (AIC), used to provide program services to inmates? | Yes | |
| 6. | Are law library purchases funded by the institution's general budget? | No | There is an ongoing attempt by CDCR Administration to resolve the use of Program 25 vs. Program 45 monies to operate Law Libraries. The ongoing discussions to resolve this funding issue are taking place between Adult Operations and Adult Programs headquarters staff. |
| 7. | Is the school following the Education Hiring Steps and Responsibilities memo and matrix dated July 13, 2006 instructions when filling vacancies? | Yes | |
| 8. | Are the Education Monthly Report (EMR) and the Education Daily Report (EDR) accurate and being completed and submitted on a timely basis? | Yes | |

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

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| 9. | Has adequate space and equipment been provided for staff to perform the required duties of the Reception Center/Bridging Education Program, Arts In Corrections program and the Television Specialist? | Yes | |
| 10. | Credentials: Are all instructional and supervisory staff credentialed appropriately within subject matter area where they are assigned? | Yes | |
| 11. | Does the assigned bridging staff hold appropriate credentials and/or placed in the appropriate Re-Entry classification? | Yes | |
| 12. | Duty Statements: Are 100% of the staff duty statements on file and applicable to current position? | No | One teacher had an incorrect duty statement; it referred to a position that he had held five years ago. |
| 13. | Operational Procedures: Does the institution have an Operational Procedure that addresses the legislative mandates of the Bridging Education Program? | No | The Operational Procedure refers to Chapter 5 of the Department Operations Manual rather than Chapter 10. |
| 14. | <ul style="list-style-type: none"> Does the institution have an Operational Procedure for the Education Program? Does it use Department Operation Manual Chapter 10 as an inclusion? | No | No Education Operational Procedure exists. |
| 15. | Staff Assignments: Does the Principal maintain a current and complete list of all authorized positions and their status? | Yes | |
| 16. | Are all staff appropriately working and/or assigned within the education program? | No | A Re-Entry Program Instructor is inappropriately assigned as a Bridging Program Relief Teacher. This Relief Teacher position must be filled by an academic 2290 High School Bridging Program Teacher. |
| 17. | Do all staff within the education program report to, and are under the Principal's supervision? | Yes | |

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

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| 18. | Is the Bridging Education Program Reception Center/General Population/Arts In Corrections fully staffed with supervisory, instructional and ancillary personnel? | No | The Bridging Education Program has six vacancies plus there are two positions that are filled by long-term sick staff members. |
| 19. | Are Re-Entry Program instructors, class code 7581, assigned only to the Bridging Education Program (BEP)? | Yes | |
| 20. | When Bridging Education Program vacancy occurs, is it immediately reclassified to class code 2290 Teacher, High School, General Education? | Yes | |
| 21. | Has the Artist Facilitator been officially assigned to the Education Department? | Yes | |
| 22. | Is there a system in place that is being utilized to ensure the tracking of inmates and their completed assignments during their transition from the Reception Center to the General Population Institution? | Yes | |
| 23. | Has an individual been designated to be responsible for trouble-shooting the equipment and contacting Transforming Lives Network for needed support? | Yes | The plant operations electronic technician. |
| 24. | When there is a modified program, class closure, etc., is a plan in place to continue to deliver education services and other required educational activities and is the plan always implemented? | N/A | This is a Reception Center, there are no modified programs beyond normal day-to-day operations. |
| 25. | Is the Assessment Office Assistant (OA) performing duties delineated in the Assessment OA duty statement? | Yes | But her supervisory personnel file has the wrong Duty Statement for her position. |
| 26. | <div style="border: 1px solid black; padding: 2px;">Alternative Education Delivery Model (AEDM):</div> Is an approved Alternative Education Delivery Model Operational Procedure in place? | Yes | |

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

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| 27. | Are all of the Alternative Education Delivery Models being locally implemented at the institution in agreement with the California Correctional Peace Officers Association agreement and the institutional Operational Procedure per the Suzan Hubbard memo dated May 5, 2005? | Yes | |
| 28. | Are all Alternative Education Delivery Model positions filled? | No | There is no Distance Learning teacher and when the position is filled, the teacher must maintain a ratio of 120:1 enrollees with only less than 50% of the teacher's time spent on the college programs. |
| 29. | Do all Alternative Education Delivery Model faculties have the approved Alternative Education Delivery Model Duty Statement with required signatures? | No | The Independent Study teacher does not have a duty statement. |
| 30. | Are Alternative Education Delivery Model inmate enrollments/assignments being made based on eligibility criteria of the enrollments/assignment as defined in the course descriptions and guidelines? | Yes | |
| 31. | <ul style="list-style-type: none"> Are all Alternative Education Delivery Model Programs operating as full-time programs that meet the program-wide quotas? Are all approved Alternative Education Delivery Model faculty schedules posted? | No | There is no Distance Learning program. |
| 32. | <div style="border: 1px solid black; padding: 2px;">Gender Responsive Strategies:</div> Has all education staff received Gender Responsive Strategies training provided by the Female Offender Programs (FOP) institutional administration? | N/A | |
| 33. | Are female inmates' vocational assignments being made based on the eligibility criteria of the vocational assignment as defined in the course descriptions and vocational guidelines? | N/A | |

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

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| 34. | Certificates of Completion or Achievement: <ul style="list-style-type: none"> Are Certificates of Vocational or Academic Completion being issued to those students earning them and recorded on a tracking system? Are Certificates of Achievement issued to those students who exit the program before the Certification of Completion is earned? | N/A | Because this is a Reception Center, students leave before completing programs. |
| 35. | Executive/Supervisory Assignments: Are documented staff meetings held regularly by Principal, Academic Vice Principal (AVP), and Vocational Vice Principal (VVP)? (monthly or more) | Yes | |
| 36. | Is the Principal a member of the Warden's Executive Staff? | Yes | |
| 37. | Does all supervisory staff conduct and record classroom visitations and observations on a quarterly basis? | N/A | |
| 38. | <ul style="list-style-type: none"> Does the Academic Vice Principal/Vocational Vice Principal provide documented In-Service-Training and On-the-Job-Training? Are all probationary and annual performance evaluations currently due completed? | No | Some probationary reviews and annual performance evaluations are overdue. |
| 39. | Are supervisors documenting contact with staff and inmates involved in the bridging program? | No | There is no documentation of contact with inmate students by the supervisors. |
| 40. | Are Transforming Lives Network quarterly reports being submitted to Office of Correctional Education by the due dates of Oct. 10, January 10, April 10 and July 10? | Yes | |
| 41. | Test of Adult Basic Education: <ul style="list-style-type: none"> Is the Principal trouble shooting Test of Adult Basic Education score losses identified on the School Program Assessment Report Card (SPARC)? Is the principal implementing remedial changes to improve the scores? | Yes | |

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

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| 42. | Is there a 4.0 reading level report generated and distributed to appropriate staff? | Yes | |
| 43. | Is a list of inmates who have a verified Learning Disability generated and distributed to appropriate staff? | Yes | |
| 44. | <div style="border: 1px solid black; padding: 2px;">Accreditation:</div> <p>Has the education program been accredited by Western Association of Schools and Colleges (WASC), or has the application for accreditation been submitted to Western Association of Schools and Colleges?</p> | Yes | |
| 45. | <ul style="list-style-type: none"> Is there a continuing Western Association of Schools and Colleges process being followed by the school with the action plans being actively addressed in a timely manner. Is there a leadership team in place and do minutes substantiate regular meetings? | Yes | |
| 46. | <div style="border: 1px solid black; padding: 2px;">Inmate Enrollment/Attendance:</div> <p>Do Academic, Vocational, Bridging Education Program, Enhanced Outpatient Program and Alternative Education Delivery Model enrollments meet the required program quotas (15:1, 27:1, 54:1, 120:1)?</p> | No | There is no Distance Learning program. |
| 47. | Has the Institution developed an eligibility list for assigning inmates to the Bridging Education Program? | Yes | |
| 48. | Does the Principal maintain a copy of the current inmate assignment waiting list? | No | There is a new procedure to generate a waiting list but a list has not yet been generated. |
| 49. | Is education staff attending Institution Classification Committee (ICC) meetings for input into the placement of inmates into education programs? | No | Education staff do not attend Initial Classification Committee meetings. |
| 50. | <div style="border: 1px solid black; padding: 2px;">Bridging Program:</div> <p>Has the teaching staff met with each inmate upon assignment to the Bridging Education Program?</p> | Yes | |

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

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| 51. | Are all Bridging Education Program eligible inmates receiving an education orientation packet upon arrival to the housing unit? | Yes | |
| 52. | <div>Transforming Lives Network (TLN):</div> Has the Transforming Lives Network satellite dish been installed and operational? | Yes | |
| 53. | Is the Literacy Coordinator (Academic Vice-Principal) designated as the Transforming Lives Network Coordinator? | Yes | |
| 54. | Do the number of inmates being enrolled and the number completing Transforming Lives Network courses agree with the numbers reported to Office of Correctional Education? | Yes | |
| 55. | Has Transforming Lives Network enrollment and completion data been tracked? | Yes | |
| 56. | <div>GED Testing/High School Credit:</div> <ul style="list-style-type: none"> Is there a High School credit program and General Educational Development (GED) Testing program that follows Office of Correctional Education and State requirements? Are High School Diplomas and GED Equivalency Certificates issued to qualified inmates? | No | No credits are issued for any programs in the school. No High School Diplomas are issued. |
| 57. | <div>Inmate Education Advisory Committee:</div> Is there an Inmate Education Advisory Committee established with regularly scheduled monthly meetings? | N/A | This institution is a Reception Center and, as such, cannot have an Inmate Education Advisory Committee. |

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

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| 58. | <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Education Files</div> <ul style="list-style-type: none"> Do all of the quarterly California Department of Corrections and Rehabilitation Form 128E and Form 154 (and/or other official student school transcripts) reports contain current and appropriate information that includes credits earned, course completions, etc.? Does the appropriate instructional staff sign all of the above reports? (Supervisory staff when instructional staff is not available.) Does supervisory staff (Academic Vice-Principal/Vocational Vice-Principal) review these reports? | No | The school does not include a California Department of Corrections and Rehabilitation Form 154 card in the Education File. |
| 59. | <ul style="list-style-type: none"> Are Education Files with a copy of the Record of Inmate Achievement (California Department of Corrections and Rehabilitation Form 154) transferred to Central Records when a student leaves education, transfers or paroles? Is there a copy of the Record of Inmate Achievement (California Department of Corrections and Rehabilitation Form 154 or High School Transcript) kept in the Education Office files in perpetuity? Are Education Files prepared for all assigned inmates? Are Bridging Education Program Education Files prepared for all assigned bridging students in the Reception Center and are they then transferred to the General Population receiving institution? | No | No California Department of Corrections and Rehabilitation Form 154 or any other form of a school transcript is prepared or kept. |
| 60. | If there are any contracted, Office of Correctional Education sponsored or special programs operating at the institution, have the teachers assigned to these programs received special/related training? | N/A | |
| 61. | <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Literacy:</div> Are literacy programs available to at least 60% of the eligible prison population? | No | Per the March and April Education Monthly Reports the literacy programs available to the eligible prison population is zero percent. |
| 62. | Is there an active Site Literacy Committee that meets and documents quarterly meetings, and is it coordinated by the Principal or an Academic Vice-Principal? | No | No site literacy committee exists. |

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

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| 63. | Does the Site Literacy Committee discuss the Bridging Education Program as part of its quarterly meetings? | No | No site literacy committee exists. |
| 64. | Is the institution utilizing at least two alternate resources to implement literacy services for inmates? | No | No literacy services are provided by the school for inmates. |
| 65. | Is there an established procedure for placing students into any existing Learning Literacy (LLL) lab? (a federally or non-federally funded Computer Aided Instruction /Plato/Computer Lab) | N/A | |
| 66. | <div style="border: 1px solid black; padding: 2px;">Developmental Disability Program and Disability Placement Program:</div> <p>If this is a Developmental Disability Program and/or a Disability Placement Program site, does the principal have the required documentation that demonstrates adherence to the Court Remedial Plans and California Department of Corrections and Rehabilitation/Office of Correctional Education policies?</p> | N/A | |
| 67. | <div style="border: 1px solid black; padding: 2px;">ESTELLE/Behavior Modification Programs:</div> <p>Is documentation available regarding the original operational intent/concept of the Estelle/Behavior Modification Unit Program and are there actual implementations of the program/programs?</p> | N/A | |
| 68. | Is there an Estelle/Behavior Modification Unit Program monitoring and tracking process in place to record to record student progress through achievement/progress, data collection, instructional methods, and curriculum? | N/A | |
| 69. | <div style="border: 1px solid black; padding: 2px;">Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) – Risk and Needs Assessment:</div> <p>Is there an approved Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Risk and Needs Assessment Operational Procedure (OP)?</p> | Yes | |
| 70. | Are all Recidivism and Reduction Strategy (RRS) Assessment positions filled (part of Correctional Offender Management Profiling for Alternative Sanctions)? | Yes | |

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

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| 71. | Are all other designated assessment positions filled? Is there a designated supervisor over the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Risk and Needs Assessment Program? | Yes | |
| 72. | Do all designated assessment staff have an individual Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) log-on code? Is the security of the code maintained? | Yes | |
| 73. | Does the assessment staff maintain appropriate security of laptop and/or stand-alone computers utilized for the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Risk and Needs Assessment Program? | Yes | The laptops are locked in a room and have never had the software loaded. Therefore they are secure by not being used. |
| 74. | <div style="border: 1px solid black; padding: 2px;">Recidivism Reduction Strategies:</div> <ul style="list-style-type: none"> Is there an Recidivism Reduction Strategies expenditure tracking log maintained by the Principal for the purposes of identifying equipment or materials purchase or provided to the institution for assessments as identified in the Recidivism Reduction Strategies Budget Change Proposal (BCP)? Are inventories of Recidivism Reduction Strategies equipment maintained and current? | Yes | |
| 75. | <div style="border: 1px solid black; padding: 2px;">Recidivism Reduction Strategies Enhanced Outpatient Program:</div> <p>Are all Enhanced Outpatient Program staff hired and in place?</p> | N/A | |
| 76. | Does the Principal (via the Academic Vice-Principal) supervise the Enhanced Outpatient Program Teacher(s) in accordance with California Department of Corrections and Rehabilitation policy? | N/A | |
| 77. | Have the Enhanced Outpatient Program Teacher(s) received training in performing the required duties as described in the Enhanced Outpatient Program Duty Statement? | N/A | |

COMPLIANCE REVIEW FINDINGS

EDUCATION ADMINISTRATION SECTION

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| 78. | Multi-Agency Re-entry Program (SB 618): | N/A | |
| | Has the institution interviewed and hired for the Prison Case Manager positions as members of the Multi-Disciplinary team? | | |
| 79. | Are the four vocational programs referenced in Senate Bill 618 in place at the institution? | N/A | |
| 80. | Has a documentation process been established to monitor inmate contact time as well as inmate growth and completion of program? | N/A | |
| 81. | Vocational-Recidivism Reduction Strategies | N/A | |
| | Are all original vocational Recidivism Reduction Strategies (RRS) teacher positions filled and are all classrooms operating? | | |
| 82. | Are all Recidivism Reduction Strategies vocational classes at full enrollment? | N/A | |

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

| NO. | INSTITUTION: DVI DATE: May 12-16, 2008 COMPLIANCE TEAM: Raul Romero, John Jackson, Beverly Penland | Yes/No or N/A | COMMENTS |
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| 1. | Student Job Descriptions: Are all of the inmate students' job descriptions accurate, complete, signed, and available? | N/A | |
| 2. | Student Records/Achievements: Do all the of classroom files reflect Test of Adult Basic Education scores that are being administered according to the quarterly testing matrix and that are not over six months old for students under the California Department of Corrections and Rehabilitation Literacy Plan criteria and Office of Correctional Education Test of Adult Basic Education testing requirements? | N/A | |
| 3. | Are all of the California Department of Corrections and Rehabilitation Form 128E chronological reports, classroom records and timekeeping documents, current, accurate, and secure? | N/A | |
| 4. | Is 100% of the California Department of Corrections and Rehabilitation curriculum recording system in-use, accurate, and current? | N/A | |
| 5. | Do 100% of the Permanent Class Record Cards (California Department of Corrections and Rehabilitation Form 151) reflect the minimum student contact time of 6.5 hours x-time or 8.5 hours of x-time for 4-10 programs for traditional classes? | Yes | |
| 6. | Are Certificates of Completion or Achievement being issued to those students earning them? | Yes | Students enrolled in Transforming Lives Network, the General Education Development program and post secondary programs receive certificates. |
| 7. | Instructional Expectations: Do all of the academic education classes have lesson plans that agree with the California Department of Corrections and Rehabilitation approved curriculum? | N/A | |

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

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| 8 | Are the required and/or elective credits in the academic subject being taught issued to inmates and recorded on the transcript? | N/A | |
| 9. | Do all of the academic education classes have course outlines that agree with the California Department of Corrections and Rehabilitation approved curriculum? | N/A | |
| 10. | <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Bridging Education Program Instructional Expectations:</div> Is each teacher utilizing the established curriculum for Bridging Education Program and does each teacher has a copy of the curriculum? | Yes | The teachers were using the California Department of Corrections and Rehabilitation approved Bridging Education Program curriculum. |
| 11. | Are the Test of Adult Basic Education and Comprehensive Adult Student Assessment System being Administered to Bridging Students? Are other assessments being used to assess the inmate job skills? | Yes | All of the files had Test of Adult Basic Education scores; and approximately sixty percent of the files had California Adult Student Assessment System scores. They have a good system in place for California Adult Student Assessment System testing. |
| 12. | Does Bridging Education Program teacher utilize the proper Permanent Class Record Card (California Department of Corrections and Rehabilitation Form 151) that is up to date and accurate? | Yes | The Permanent Class Record (California Department of Corrections and Rehabilitation Form 151) cards were current and up to date. |

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

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| 13. | Has the Bridging Education Program teacher developed a written weekly schedule to include student programs and contacts? | Yes | <p>All of the teachers had written daily-weekly schedules. However, the new wing schedule seems to adversely affect the inmate contact time each Bridging Education Program (BEP) teacher spends on the tiers. Inmate contact time is a key evaluative component of the bridging program. The objective is to have the BEP instructor spend as much time as possible on the tiers with the inmates. The positive is that each teacher stays with his/her assigned inmate during his stay at Deuel Vocational Institution (DVI.) However, due to the constant movement of inmates from one wing or dorm to another wing or dorm, DVI instituted the only known process in the California Department of Corrections and Rehabilitation that requires the BEP Teacher to track the inmate as he is moved from one of the 13 living units to another. This results in what appears to be an inefficient new approach to the delivery of education services. The result is that each teacher might have to visit every wing or dorm at to service his/her clients. It is recommended that the Office of Correctional Education review this new approach to ensure it is in accordance with the California Correctional Peace Officers Association and Service Employees International Union Local 1000 Bridging Education Program Agreements including the "intent" of the agreements.</p> |
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COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

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| 14. | Test of Adult Basic Education Testing Coordinator: | N/A | A Reception Center does not have school subtest reports or gains from traditional classrooms. |
| | Are gain/loss reports (School Progress Assessment Report Card) and the Test of Adult Basic Education sub-test reports reviewed/shared with the education supervisors? | | |
| 15. | Does the Test of Adult Basic Education Coordinator and at least two others have access to a California Department of Corrections and Rehabilitation email address and user account? | Yes | |
| 16. | Does the Test of Adult Basic Education Coordinator have the most recent Test of Adult Basic Education database (within a week)? | Yes | |
| 17. | Are Test of Adult Basic Education testing protocols signed by current staff? | Yes | |
| 18. | Are the Test of Adult Basic Education testing materials secured in a locked cabinet (mandatory standards)? | Yes | |
| 19. | Is a master inventory of Test of Adult Basic Education test booklets and answer sheets maintained by the testing coordinator? | No | The testing coordinator has a very good inventory system that just needs a little adjustment. Answer sheets must be inventoried and an accounting of all test materials must be maintained. It is suggested a summary sheet of all testing materials, their count and location including books that have been disposed of by shredding be adopted. |
| 20. | Is the Test of Adult Basic Education binder current and up-to-date with memos, purchase orders and instructions? | No | Not all the current memorandums were in the binder. The TABE Coordinator was not aware of the current memorandums. He was given copies of the missing memorandums. |
| 21. | Is the Test of Adult Basic Education locator test being used when needed to determine which level appropriate Test of Adult Basic Education test to administer? | Yes | |

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

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| 22. | <div style="border: 1px solid black; padding: 2px;">Teacher-Test of Adult Basic Education Testing</div> <p>Are teachers testing within ten days of the student's initial entry into the classroom, as well as quarterly testing based on the Test of Adult Basic Education matrix?</p> | N/A | |
| 23. | Are the Test of Adult Basic Education tests administered according to the testing matrix? | N/A | |
| 24. | Is the Test of Adult Basic Education locator being used when needed to determine which level appropriate Test of Adult Basic Education test to administer? | N/A | |
| 25. | Are teachers using Test of Adult Basic Education pre-post subtest diagnostic reports for student needs assessment and are they reviewing test scores with inmates? | N/A | |
| 26. | Are teachers using the Test of Adult Basic Education pre-post diagnostic subtest test results as a diagnostic tool for individualized instruction and troubleshooting Test of Adult Basic Education score losses in their classes? | N/A | |
| 27. | Are current Test of Adult Basic Education subtests placed in student's file? | N/A | |
| 28. | <div style="border: 1px solid black; padding: 2px;">Alternative Education Delivery Models:</div> <p>Are Alternative Education Delivery Model Open Line schedules with dates and times posted in public areas for inmate access to educational services during off work hours?</p> | Yes | |
| 29. | Are the Television Specialist and Distance Learning Study Teacher developing a Distance Learning Study Channel schedule of courses, with dates and times, posted in public areas for inmates to review and complete their assignments? | No | There is no Distance Learning Teacher; however, the Television Specialist has a schedule for a variety of programs and courses which are posted on television and via a posted schedule. |

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

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| 30. | Does the Television Specialist plan, supplement and implement electronic educational coursework with the Distance Learning teacher, utilizing Transforming Lives Network and airing educational programs, such as Kentucky Educational TV General Education Development series on a weekly basis? | No | There is no Distance Learning Teacher. The Television specialist has a variety of programs that is broadcast along with a schedule of up and coming programming. |
| 31. | Are teachers awarding inmates certificates for achievement/completion in Alternative Education Delivery Model programs? | Yes | The Independent Study class has a variety of certificates that are available and are being issued. |
| 32. | Do all of the Education/Independent Study (half-time) classes have current course outlines and lesson plans that agree with the Office of Correctional Education approved curriculum? | N/A | |
| 33. | Do all of the Education/Work Program (half-time) classes have current course outlines and lesson plans that agree with the Office of Correctional Education approved curriculum? | N/A | |
| 34. | Do all of the Distance Learning classes have current course outlines and lesson plans that agree with the Office of Correctional Education approved curriculum? | No | The Distance Learning teacher has been reassigned to Bridging and there is currently no one assigned to provide Distance Learning |
| 35. | Do all of the Independent Study classes have current course outlines and lesson plans that agree with the Office of Correctional Education approved curriculum? | No | There is no course outline or formal lesson plans. A variety of classes are offered that agree with the approved curriculum, they include math, math for General Education Development, writing and language along with the Transforming Lives Network programming. |
| 36. | <ul style="list-style-type: none"> Are teachers testing inmates within ten days of being enrolled or assigned to an Alternative Education Delivery Model program? Are the inmates' Test of Adult Basic Education subtest results analyzed by the teacher for appropriate Alternative Education Delivery Model lesson/class placement? | N/A | No regular or traditional classroom assignments. |

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

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| 37. | <ul style="list-style-type: none"> Is the Alternative Education Delivery Model current enrolled/assigned inmate roster consistently kept updated? Is it given to the Vice-Principal and Principal on at least a weekly basis? | Yes | |
| 38. | Are students' gains being recorded and tracked? | N/A | |
| 39. | <div style="border: 1px solid black; padding: 2px;">Gender Responsive Strategies:</div> <p>Do all of the academic life skills classes have current course outlines that agree with the Office of Correctional Education/Gender Responsive Strategies (GRS) approved curriculum, i.e.? Women's Conflict and Anger Lifelong Management (W-CALM)(Feb. 2007), Women's Health (July 2007), Women's Parenting (January 2008) Women's Victims (July 2008)?</p> | N/A | |
| 40. | Do all of the academic life skills classes have current lesson plans that agree with the Office of Correctional Education/Gender Responsive Strategies approved curriculum? | N/A | |
| 41. | <div style="border: 1px solid black; padding: 2px;">ESTELLE and Behavior Modification Unit programs:</div> <p>Is there an effective system in place to track monthly attendance, reporting, and evaluation of assigned inmates, their performance; and participation that allows a clear over-all rating of progress of each student in the Behavior Modification Unit/ESTELLE program?</p> | N/A | |
| 42. | Is there a tracking and evaluation process to determine inmate progress on the Behavior Modification Unit curriculum competencies including Conflict and Anger Lifelong Management and is documentation provided to the Unit Classification Committee every 30 days detailing how the inmates assigned to the Behavior Modification Unit program are performing? | N/A | |

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

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| 43. | <ul style="list-style-type: none"> Do ESTELLE students have access to computers as required in the framework of the program for training? Does the teacher have Test of Adult Basic Education scores on all of the students in the program? | N/A | |
| 44. | <div style="border: 1px solid black; padding: 2px;">Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) – Risk and Needs Assessment:</div> <p>Are assessment teachers conducting assessments on eligible inmates as defined by the current Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Operations Manual?</p> | Yes | |
| 45. | Does assessment staff utilize the current standardized Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Tracking Form? | Yes | |
| 46. | Are the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) questionnaires shredded daily in accordance with confidential document procedure? | No | Questionnaires are not shredded on a daily basis. They are picked up by another teacher and transported to an available shredder. The questionnaires are kept in a locked drawer until they can be shredded. |
| 47. | Are assessment interviews conducted in a semi-private environment? | Yes | They are usually conducted at a table within the unit. |
| 48. | Is appropriate assistance provided to inmates during participation in the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) assessment interview in accordance with departmental policies regarding Effective Communication, the Clark Remedial Plan, and Armstrong mandates? | Yes | They have other teacher who are able to assist and can also request assistance. |
| 49. | <div style="border: 1px solid black; padding: 2px;">Security and Order:</div> <p>Are personal alarms issued to teachers and do they wear whistles and the personal alarms on their person?</p> | No | The Test of Adult Basic Education coordinator does not carry an alarm. Those within the education area did not have alarms but had their whistles. When they go to a unit they request an alarm for the area. |

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

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| 50. | Are exits clearly marked and emergency evacuation plans posted in accordance with the institution's emergency evacuation plan? | Yes | |
| 51. | <div>Pre-Release</div> Does the Pre-Release curriculum contain Life Skills; Communication Skills; Attitude and Self-Esteem; Money Management; Community Resources; Job Application Training; Department of Motor Vehicles Practice Test; and Parole Services? | Yes | It is all available and requested information is delivered in packet format. Also information is delivered with occasional speakers and via television. |
| 52. | Do all of the Pre Release lesson plans contain the objective, handouts, and methods for student evaluation? | No | The California Department of Corrections and Rehabilitation curriculum is not taught in a classroom setting. The Pre-Release Program consists primarily of Pre-Release packets |
| 53. | Is the Pre-Release teacher receiving appropriate institutional and Parole and Community Services Division (P&CSD) staff support? | Yes | Parole services are provided and periodic speaker are brought in to address various issues. |
| 54. | Is the Pre-Release curriculum recording system in-use, accurate, and current and are copies of monthly records maintained? | No | The Pre-Release curriculum recording system is not in use. The Pre-Release program consists primarily of Pre-Release packets and requests for specific information. |
| 55. | Does the Pre-Release instructor use a variety of teaching methodologies and allow for differentiation of instruction to meet individual learners' needs? | Yes | The Pre-Release teacher provides assistance in reading and understanding the material requested by the inmates. Some information is also provided via television and occasionally through guest speakers. |

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

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| 56. | Is the Pre-Release class a full-time program (four days/8.5 hours or five days/6.5 hours)? If no, is there an exemption on file? | No | The Pre-Release program consists primarily of a standard type of Pre-Release packet prepared and delivered individually for each inmate. The inmate can also request specific information of interest. The teacher delivers the package to the inmate and at that time provides additional assistance as requested. All inmate contacts and inmate material requested is recorded and tracked. |
| 57. | Are all of California Department of Corrections and Rehabilitation Form 128Es (that are used to record all education participation including course completions) and classroom records current and accurate and reflect a full-quota student enrollment? | No | The California Department of Corrections and Rehabilitation Form 128Es are not used to record education participation including course completions due to the fact that the Pre-Release program has no full-quota student enrollment since inmates are not assigned. The Pre-Release program consists primarily of Pre-Release packets prepared and delivered individually for each inmate. |
| 58. | Does the Pre-release Teacher use the Framework for Breaking Barriers? | Yes | |
| 59. | Does the Pre-release teacher provide the Office of Correctional Education with monthly Pre-release Program reports on time and maintain copies of those monthly Pre-release program reports? | Yes | The teacher has a good system of recording what information is given and the contact that was made. |
| 60. | <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Recidivism Reduction Strategies Enhanced Outpatient Program Program:</div> Is the Enhanced Outpatient Program Teacher a participating member of the Interdisciplinary Treatment Team (IDTT) meetings? | N/A | |
| 61. | Is there a current roster of Enhanced Outpatient Program inmates determined eligible by Interdisciplinary Treatment Team (IDTT) and the Enhanced Outpatient Program teacher to receive education services? | N/A | |

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

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| 62. | Is the required student assessment for development of the Individualized Treatment and Education Plan completed in accordance with the Enhanced Outpatient Program assessment guidelines timelines? | N/A | |
| 63. | Is there documentation of the education services provided to Enhanced Outpatient Program inmates? | N/A | |
| 64. | <div style="border: 1px solid black; padding: 2px;">Transforming Lives Network Program:</div> <p>Are alternate modalities available for use within the housing units for the Distance Learning program? For example, video, Transforming Lives Network, institutional television, visual worksheets, etc.?</p> | Yes | Transforming Lives Network educational programs are available on the institutional television channel. |
| 65. | Is the television specialist recording Transforming Lives Network broadcasting and archiving copies for re-broadcast and individual teacher access? | Yes | |
| 66. | Is the television specialist setting up a broadcast schedule for the school and distributing that schedule to the school faculty? | Yes | There is a five day schedule that is shown weekly on the institutional television channel that includes General Education Development and writing videos. |
| 67. | Are school faculty members given the opportunity to provide input into the broadcast schedule? | Yes | The faculty members were given the opportunity to provide input. |
| 68. | <div style="border: 1px solid black; padding: 2px;">Recreation/Physical Education (P.E.):</div> <p>Is there a current and comprehensive activity schedule for the Recreation and/or Physical Education Program?</p> | Yes | The Recreation teacher has the best recreation program I have seen in the California Department of Corrections and Rehabilitation thus far. He is to be commended for his proactive planning that makes his program what it is. |
| 69. | Does the Physical Education teacher follow the California Department of Corrections and Rehabilitation approved selection process for movies? | Yes | |

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

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| 70. | Does the Physical Education teacher have sign-up sheets, team rosters, or other evidence of inmate participation in sports and health education activities? | Yes | All of the inmates have access to the recreation program. |
| 71. | Is California Department of Corrections and Rehabilitation-approved State frameworks curriculum being used and are course outlines present? | Yes | The approved California Department of Corrections and Rehabilitation frameworks curriculum is being used. |
| 72. | Are health education, physical fitness training and recreational activities being provided to the Special Needs populations? | Yes | The recreation teacher has scheduled activities in place to meet the needs of the whole inmate population. |
| 73. | Does the Physical Education teacher have a system in place to ensure accountability for state property including sports equipment, clothing and supplies? | Yes | An inmate identity card is needed to check equipment in and to check equipment out; there is account ability. |
| 74. | Are there sufficient supplies, such as board games and sports equipment, to ensure a viable Physical Education program? | Yes | |
| 75. | Are time-keeping records (California Department of Corrections and Rehabilitation Form 1697) on inmates assigned to work for the Physical Education teacher being kept? | Yes | Recreation workers are assigned to the coach. |
| 76. | <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Recidivism Reduction Strategies (Physical Education):</div> Are health education, physical fitness training and recreational activities being provided to the geriatric population (age 55 and over)? | Yes | The Recreation Teacher has purchased equipment for the fifty-five and over inmate population to use. |

COMPLIANCE REVIEW FINDINGS

ACADEMIC EDUCATION SECTION

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| 77. | Have the funds for the Recidivism Reduction Strategies funds for the geriatric population been expended for the geriatric population? | Yes | The Recidivism Reduction Strategies funds were expended. |
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COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

| NO. | INSTITUTION: DVI DATE: May 22, 2008 COMPLIANCE TEAM: | Yes/No or N/A | COMMENTS |
|-----|---|------------------|---|
| 1. | Library Staffing: <ul style="list-style-type: none"> Does the Principal, Academic Vice-Principal, or Vocational Vice-Principal supervise the library staff? Does the Senior Librarian implement/plan the library program? | Yes | The Principal supervises the library staff. The Senior Librarian implements the library program. |
| 2. | Department Operations Manual and Department Operations Manual Supplement: <ul style="list-style-type: none"> Is the current Department Operations Manual, Section 53060 available in the main libraries and satellite libraries? Is there a Department Operations Manual library supplement that is brief, and contains no new policies and/or regulations unless they are court-ordered and does the Department Operations Manual supplement reflect the current, actual local library program? | No | The library maintains a 2007 copy of the Department Operations Manual. The Department Operations Manual supplement for the library is dated May 31, 2003. The library staff has been working on an updated revision as of March 2008 which is to be reviewed and signed by the Warden. |
| 3. | General Population (GP) Access Hours: <ul style="list-style-type: none"> Are library hours of operation posted where General Population inmates can see them, and do General Population inmates have access to the library during off work hours? Do General Population inmates have regular access to non-legal library services? | No | Library hours are posted on the door and hall windows of the library. The hours are also posted in the housing units. Inmates access to the library is limited due to a lack of custody staff to escort inmates and due to the current feeding schedule, there is no movement to or from the library once feeding begins at approximately. 1730-1930 hours. |
| 4. | General Population Law Library Documentation: <ul style="list-style-type: none"> Is there documentation of General Population inmates' access to law library for a minimum of two hours within seven calendar days of their request for legal use. Is there a list showing inmates who request legal access, and those who received access? | Yes | |

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

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| 5. | Restricted Housing Status Inmate Access: <ul style="list-style-type: none"> • If there are Restricted Housing inmates in the institution, is there a Department Operations Manual supplement relating to their use of the library? • Is there a method for Restricted Housing inmates to request physical access to the law library which includes a list showing Restricted Housing inmates requests for access and inmates who actually used the library and is access granted for a minimum of one two-hour block of time if needed by the inmate, within seven calendar days of a request? | No | Department Operations Manual supplement is not current to institution mission and procedures. There is a system in place for inmates in Restricted Housing units to request physical access to the library. There is currently a waiting list of 230 inmates who have requested legal access. Some inmates must wait 30 days or longer before they can access the library. Inmates with priority deadlines have Preferred Legal User status |
| 6. | Restricted Housing Status Non-Legal Library Services: <p>Do Restricted Housing inmates receive general library services?</p> | No | There are currently no library services for the Reception Center inmates. |
| 7. | Library Expenditures: <ul style="list-style-type: none"> • Are library funds spent for magazines/newspaper subscriptions, fiction and nonfiction books, supplies, processing, repair, and interlibrary loan fees? • If other items are purchased, are they for library use? | Yes | Library staff has been experiencing difficulty in getting orders processed. There has been a great deal of action to impede the purchase of library materials. The library has received differing stories as to their actual allotments and ability to spend. |
| 8. | Inmate Welfare Funds (IWF) Expenditure: <p>Are Inmate Welfare Funds used to purchase newspapers, magazines, and paperback fiction books, etc.?</p> | No | The library has submitted orders to spend Inmate Welfare Funds money for titles to increase the multi-ethnic collection and have been told by staff at Inmate Welfare Funds that the library can not order those materials, books must be geared to English speakers only. |

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

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| 9. | Law Library Expenditure: <ul style="list-style-type: none"> Does the Senior Librarian understand the process associated with receiving the mandated law discs/books through the warehouse or mail room? Are the Stock Received Reports completed and submitted to the Regional Accounting Office? | Yes | |
| 10. | <ul style="list-style-type: none"> Are all received mandated law books and discs made available to inmates in a timely manner? Are the discs timely loaded on the Law Library Electronic Data System computer? Are the law books shelved promptly? | Yes | The librarian has been loading the disc. When received they are shelved promptly. No new disc has been received since July 2007. |
| 11. | <ul style="list-style-type: none"> Are law library discs checked in by the Associate Information Specialist Analyst? If not, who checks them? | Yes | |
| 12. | Does the librarian know what steps to take if a mandated law library book or disc is not received when it should be? | Yes | |
| 13. | Library Book Stock - Quality, Part I: <ul style="list-style-type: none"> Within the entire institution's libraries, is there at least one encyclopedia with a copyright date within the last five years and one unabridged dictionary (no older than five years.) Does the library program have at least three directories relevant to the questions asked by the population served? | No | The following books were the latest available: World Book Encyclopedia 2002, Unabridged dictionary 1983 edition. The library staff is in the process of preparing and submitting orders for updated materials. The latest directories available were the following: Four Year Colleges 2006, Occupational Outlook Handbook 2006/2007, Small Business Source Book 1989. |
| 14. | Library Book Stock - Quality, Part II: <p>Does each library in the institution have a current world almanac, an atlas that is no more than three years old, an English language dictionary that is no more than five years old, and a Spanish and English dictionary that is no more than ten years old?</p> | No | The newest books on the shelves are the following: World almanac 2007, World Book Atlas 1994, Atlas of America 1998, Avanzado Spanish dictionary 2002. |

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

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| 15. | Library Book Stock - Quality, Part III: <ul style="list-style-type: none"> Does each library regularly inspect the physical condition of their books? Does the library program have a book repair procedure? | Yes | |
| 16. | Library Book Stock - Quality, Educational Support, Literacy, Multi-Ethnicity: <p>Does each library in the institution have at least one textbook and two supplemental titles which have copyright dates not more than ten years old representing each vocational and academic program in the institution, a minimum of 100 titles representing high interest/low level reading books, a minimum of 250 multi-ethnic titles, including but not limited to Black American, Asian-American, Hispanic-American (including Spanish language) and Native American materials?</p> | No | There are no current textbooks (i.e. Saxxon Math or Brown Foreman Reading texts) The institution does not have a vocational program. Classes are Bridging Education Programs, no current literacy materials. The library maintains DVDs and players for the Coastline Community College program. The library does have a good collection of multi-ethnic titles, and high/low titles. |
| 17. | Library Book Stock - User Orientation: <ul style="list-style-type: none"> Are book collections designed to meet the needs and interests of the inmate population served? Does the librarian regularly meet with an inmate library advisory group, and does the library maintain a suggestion box? | Yes | There is a Men's Advisory Council Library Representative. There is no Inmate Education Advisory Council library representative. |
| 18. | Library Book Stock - Quantity: (Department Operations Manual Book Aug) <ul style="list-style-type: none"> Does the current library collection contain the number of fiction and nonfiction books mandated by California Department of Corrections and Rehabilitation? Does this include any new books purchased through Recidivism Reduction Strategies (RRS) funding? | Yes | |
| 19. | Have all books purchased through the Recidivism Reduction Strategies funds been received, shelved, and inmate use tracked? | Yes | The year one books were processed and shelved. |

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

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| 20. | Book Access: <ul style="list-style-type: none"> Is there a card catalog or equivalent system that inmates can use to find a book by title, author, or subject matter? Can inmates request books that are not in the library collection? | Yes | The library maintains a Winnego Automated Circulation System with a patron access computer containing the library catalog. There is no interlibrary loan service. Subscription has been cut due to a lack of funds. |
| 21. | Circulation: <p>Is there an adequate library book checkout system in place and an adequate overdue system in use?</p> | Yes | The current system needs to be updated. The computers are very old. Library staff awaiting for either new or computers that have been refurbished |
| 22. | Mandated Law Library/California Code of Regulations, Department Operations Manual <ul style="list-style-type: none"> Are the Gilmore v. Lynch mandated law books up to date? Does the library collection have the most current California Code of Regulations/Title 15 in English and Spanish? Is there a method of displaying proposed and actual revisions of California Code of Regulations/Title 15 for the inmate population, and does each library have a complete up-to-date Department Operations Manual? Are all the Law Library Electronic Data System computers up-to-date and operating in each library? | No | Sheppards updates were received last week. The last Law Library Electronic Data System disc received was April 2007. |
| 23. | Law Library - American Disability Act (ADA): <p>Are American Disability Act mandatory postings present in the library?</p> | Yes | The America Disability Act postings are on the bulletin boards in the library. |
| 24. | Circulating Law Library: <p>Is a procedure for accessing the Circulating Law Library in place?</p> | No | The library is supposed to get on-line access in August 2008. |
| 25. | Court Deadlines: <p>Are court deadlines verified, and is there documentation that inmates with established court deadlines have priority access to the library?</p> | Yes | Inmates complete a request for access and provide verification of a legal deadline. These are placed into a binder and the information is input into a database. |

COMPLIANCE REVIEW FINDINGS

LIBRARY/LAW LIBRARY SECTION

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| 26. | Law Library Forms and Supplies: Do inmates have access to court required forms; are required legal supplies adequate and available; are procedures to distribute forms and supplies appropriate; and do all law libraries follow the same law library procedures? | Yes | There is an index of the forms that the library maintains. |
| 27. | General Library Forms and Supplies: Are adequate supplies available to process library materials, and are there standardized forms for library procedures that are used by all the libraries in the institution? | Yes | |
| 28. | Inmate Clerk Training: <ul style="list-style-type: none"> Do inmate library/law library clerks receive documented training? Are training records maintained for each inmate employee? Do inmate clerks receive training on a regular basis in law library and general library processes? | Yes | There is no formalized training, but the library staff educates the clerks on library procedures. However, usually it is inmate clerks training other inmate clerks. |
| 29. | Security and Order: <ul style="list-style-type: none"> Are personal alarms issued by institution to library staff; does library staff wear a whistle and the issued personal alarms? Are exits clearly marked and evacuation plans posted in accordance with the institution's emergency evacuation plan? | Yes | |

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

| | | | |
|---|--|-------------------------|---|
| | INSTITUTION: DVI DATE: May 12, 2008 COMPLIANCE TEAM: Mark Lechich | Yes/No or NA | COMMENTS |
| Duty Statement/Job Description/Credentials – Literacy Learning Lab | | | |
| 1. | Do you have a current duty statement on file (within one year)? | N/A | Deuel Vocational Institution does not have a Phase I/II Learning Literacy Lab |
| 2. | Do you have a valid credential on file? | N/A | |
| Security/Order – Literacy Learning Lab | | | |
| 3. | Are personal alarms issued by the institution to teaching staff and worn? | N/A | |
| 4. | Are exits clearly marked and emergency evacuation plans posted in accordance with the institution's emergency evacuation plan? | N/A | |
| Supervisory/Support – Literacy Learning Lab | | | |
| 5. | Do you receive support from your supervisor and other educational staff? | N/A | |
| 6. | Does the Vice Principal visit/observe your class? Does the Principal visit/observe your class? Do you maintain a sign-in log? | N/A | |
| Inmate Enrollment – Literacy Learning Lab | | | |
| 7. | Do you maintain a minimum enrollment of 27 students? | N/A | |
| 8. | Do students receive direct/group instruction? | N/A | |
| 9. | Is the Literacy Learning Lab a “self contained” program? | N/A | |

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

| | | | |
|---|--|-------------------------|-----------------|
| | INSTITUTION: DVI DATE: May 12, 2008 COMPLIANCE TEAM: Mark Lechich | Yes/No or NA | COMMENTS |
| Student Records/Testing Achievements – Literacy Learning Lab | | | |
| 10. | Do you verify non-General Education Development or non-High School graduation of the student? | N/A | |
| 11. | Do you start a student record file upon the student entering the Literacy Learning Lab program? | N/A | |
| 12. | Does each student have a current Test of Adult Basic Education score? <i>If not, do you refer the student for testing?</i> | N/A | |
| 13. | Do you assess student's basic skill level? <i>Describe</i> | N/A | |
| 14. | Are at least 90% of the California Department of Corrections and Rehabilitation Form 128E chronological reports, classroom records and accountability documents current, accurate and secured? | N/A | |
| 15. | Are the Student Files current (incl. Test of Adult Basic Education scores and any other assessment scores)? <i>Review</i> | N/A | |
| 16. | Is there a current Student Job Description on file? | N/A | |
| Instructional Expectations – Literacy Learning Lab | | | |
| 17. | Do you use the approved California Department of Corrections and Rehabilitation Competency Based Adult Basic Education curriculum? | N/A | |
| 18. | Are differentiated instructional methods used? <i>Describe</i> | N/A | |

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

| | | | |
|---|--|-------------------------|-----------------|
| | INSTITUTION: DVI DATE: May 12, 2008 COMPLIANCE TEAM: Mark Lechich | Yes/No or NA | COMMENTS |
| 19. | Do students track their own progress? | N/A | |
| 20. | Do the students receive computer orientation? Is there continuous training? Describe | N/A | |
| 21. | Do you maintain course outlines and lesson plans? Review files | N/A | |
| 22. | Do you use alternative assessment instruments (besides the required Test of Adult Basic Education), to determine a student's instructional plan? Describe | N/A | |
| 23. | Do students spend an average of six months of instructional time enrolled in the program? | N/A | |
| Other Services – Literacy Learning Lab | | | |
| 24. | Do you refer students to other services, i.e. medical? Describe the process | N/A | |
| 25. | Do you provide the students career-related information? | N/A | |
| 26. | Do you have student aides? If so, how many and how are they used? | N/A | |
| | | | |
| 27. | Have you participated in conferences, workshops and seminars from July 1, 2007– December 31, 2008? If so, provide a list. | N/A | |
| Expenses – Literacy Learning Lab | | | |

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

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|--|--|-------------------------|--|
| | INSTITUTION: DVI DATE: May 12, 2008 COMPLIANCE TEAM: Mark Lechich | Yes/No or NA | COMMENTS |
| 28. | Are spending levels appropriate for material purchases and training to support program needs? | N/A | |
| Equipment – Literacy Learning Lab | | | |
| 29. | Do you maintain a complete and current inventory of equipment? Is equipment tagged with a Workforce Investment Act property tag? Conduct an inventory | N/A | |
| 30. | Is your software appropriately maintained by PLATO's technical field staff? | N/A | |
| 31. | Do you register all new software purchases with the Associate Information Systems Analyst? | N/A | |
| Committees/Meetings – Literacy Learning Lab | | | |
| 32. | How often do you meet with the referral teacher for consultation on a student? | N/A | |
| CASAS/TOPSpro Management Information System (MIS) Coordinator | | | |
| 33. | Have you been trained in the area of California Accountability and the TOPSpro Management Information System to appropriately perform your duties as a Comprehensive Adult Student Assessment System Coordinator? When was the date of the last training? Dates of last trainings | Yes | Mr. Armstrong attended the April, 2008 and the October, 2007 TOPSpro trainings conducted by the WIA Administrator. |

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

| | INSTITUTION: DVI DATE: May 12, 2008 COMPLIANCE TEAM: Mark Lechich | Yes/No or NA | COMMENTS |
|-----|--|-------------------------------|--|
| 34. | Do you have an adequate amount of Comprehensive Adult Student Assessment System (CASAS) testing materials to implement CASAS? <i>Explain the CASAS testing procedures at your institution.</i> | Yes | DVI has an adequate amount of testing materials. The teachers pick-up the testing materials in the Bridging Education Office. Sign-Out/Sign In Sheet system is in place. |
| 35. | Are the Comprehensive Adult Student Assessment System testing materials appropriately inventoried and secured? | Yes | Locked in cabinets in secured Bridging Education Office. |
| 36. | Are you using the latest version of the TOPSpro Management Information System software? | Yes | TOPSpro version 5.0. |
| 37. | Is the hardware equipment (Scantron machine) and software (TOPSpro Management Information System) used to implement Comprehensive Adult Student Assessment System appropriately maintained? | Yes | The computer is in good shape. The scanner is antiquated however a new scanner is in the Education area ready for installation. |
| 38. | Do you provide each teacher with a Student Performance by Competency Report to assistance them in preparing lesson plans? | Yes | Competency Reports for Students are given to the tester via the mail. They receive it the next day. |
| 39. | Do you know how to generate the California Payment Point Report? Can you generate a Preliminary Payment Point Report? | Yes | Mr. Armstrong checks the Payment Point Report after each scanning. The Preliminary Report is also checked for cleaning data. |
| 40. | Are the appropriate students receiving and completing the Core Performance Surveys? <i>Explain the process in place to ensure that students are receiving the surveys.</i> | Yes | If the ex-student is still at the institution the California Adult Student Assessment System Coordinator would send the Survey to the ex-student to complete the form. |

COMPLIANCE REVIEW FINDINGS

FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

| | INSTITUTION: DVI DATE: May 12, 2008 COMPLIANCE TEAM: Mark Lechich | Yes/No or NA | COMMENTS |
|-----|---|-------------------------------|---|
| 41. | Can you generate an up to date list of students that will be receiving the Core Performance Survey for the past quarter? | Yes | Second Quarter data indicated that "No Students Qualified". |
| 42. | Can you generate a Data Integrity site review? | Yes | The Data Integrity Report is used for assisting the Coordinator in locating errors in the data. |
| 43. | Can you generate a Student Gains by Class Report? Can you produce five student Entry/Update records and Pre/Post Test records? (Check reports with Student Gains by Class Report and Student Lister. Dates, testing books, and scores should match between records) | Yes | Mr. Armstrong can produce the Student Gains by Class Report. All records matched. Mr. Armstrong is doing outstanding work with the CASAS testing. |